

1 F Desires and Chemical Relationships

B Specific Relationships Systematically Presented by M. L. H.

5 Numerous College

1903 - 1940's Numerous Correspondences, Notes

HOUSEHOLD ARTS.

SIMMONS' COLLEGE

COURSE FOR NURSES.

- AIM:- to give,
1. a knowledge of the scientific principles underlying a healthful house.
 2. the application of these principles, including methods, materials and results, with reference to the factors of time, strength and economy.

METHODS:- lecture, demonstration, reading, recitation and practice. The pupils will be required to take notes and submit note books for inspection.

No text book being available, subjects will sometimes be looked up through numerous reference books.

SUBJECTS:- A. The Supplies of the House, -air, light, water, heat. Advantages and disadvantages of different systems. Their manipulation and care.

B. The Wastes of the House.-

1. Dust, composition, dangers, preventive measures, methods of removal. Relations to foods and furnishings.

Sweeping,
Dusting,
Cleaning.

2. Food Wastes, - dishes, sinks, refrigerator, storage rooms, garbage.

3. Plumbing, - purpose, installation, use and care.

4. Combustible Wastes, - paper, rags etc.

5. Incombustible wastes, - ashes, glass etc.

Uses and methods of disposal.

C. The Care of Furnishings, - for health, beauty and economy.

Prevention of harm, general care, renovation, repair.

Woodwork,
Fabrics,
Metals,
Minerals.

Application to typical rooms, - cellar, bedroom, kitchen, dining room, living room, storerooms and closets.

The text book used is "Descriptive Chemistry" by

Frank C. Powell. (D. C. Heath & Co.)

Elementary Chemistry for Nurses:

Lectures, recitations, and laboratory practice.

This course is devoted to the study of the fundamental principles of Inorganic Chemistry and to the description of the common inorganic and simple organic compounds, with reference to the practical application of the science to the problems of nursing.

There are two lectures, one recitation, and four hours (two exercises) of laboratory work a week throughout the term.

The text book used is "Descriptive Chemistry" by Lyman C. Newell. (D. C. Heath & Co.)

emphasized, and the general and medical aspects are also considered. Such matters as sterilization, pasteurization, disinfection, and the relation of microbic life to food materials are thoroughly discussed.

The course will consist of lectures, recitations, and laboratory work, and each student will have an opportunity to become familiar with the common methods of handling and studying bacteria. Several species will be studied in detail.

Back useful body. Strong plus it

Course in Bacteriology for Nurses.

Simmons College.

The course in Bacteriology is designed to give students a sound general knowledge of the distribution, form, appearance, and behaviour of the bacteria; of their modes of development and dissemination; and the methods for their cultivation and microscopic examination in the laboratory.

The sanitary importance of these organisms is especially emphasized, and the general and medical aspects are also considered. Such matters as sterilization, pasteurization, disinfection, and the relation of microbic life to food materials are thoroughly discussed.

The course will consist of lectures, recitations, and laboratory work, and each student will have an opportunity to become familiar with the common methods of handling and studying bacteria. Several species will be studied in detail.

Bact. useful body - decomp. plant it.

Course in Bacteriology for Nurses.

Simmons College.

The course in bacteriology is designed to give students a sound general knowledge of the distribution, form, appearance, and behavior of the bacteria; of their modes of development and multiplication; and the methods for their cultivation and identification.

The sanitary importance of these organisms is especially emphasized, and the general and medical aspects are also considered. Such matters as sterilization, pasteurization, disinfection, and the relation of microbic life to food, water, and infectious diseases.

The course will consist of lectures, recitations, and laboratory work, and each student will have an opportunity to become familiar with the common methods of handling and studying bacteria. Several species will be studied in detail.

Dr. Mary L. Brown, June 1911

Boston, Mass. June 19, 1903

Anatomy and Physiology -- It is intended in this course to make the students familiar with the essentials of the structure of the body, both microscopic and gross, and with the services of the various organs and systems in the life of the whole. Instruction will be by such an impression informal lectures and recitations, the least degree illustrated by demonstrations. As a text-book Miss Kimber's "Anatomy and Physiology for Nurses" will be followed more or less closely. In preparing the tentative program a year ago, a course of study was suggested merely in a tentative way, and as nearly as possible of the subjects of instruction that we happened to be giving this last year. The formation of a permanent program has come under consideration only within the last few weeks, and I am very much surprised to find that we are regarded as out of sympathy with the leaders of the training schools. I had no idea that we had been approached by any official committee, and it is certainly true that no representative of the organization ever called on me who alone am responsible for the programs of the college. I think

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+ Spring - 1904

Please return

OFFICES OF SIMMONS COLLEGE
30 HUNTINGTON AVE.

BOSTON, MASS. June 19, 1903.

Dear Miss Dolliver:-

It has just come to my notice that a statement was made at a recent meeting of the Nurses' Associated Alumnae to the effect that Simmons College did not care for the advice of the Association of Nurses in the matter of its preparatory course for the Nurse Training Schools.

I am very much distressed that such an impression should be prevalent, for it is not in the least degree consonant with our purposes. I have had in mind the establishment of such a preparatory course ever since I was asked to consider the organization of the college. In preparing our tentative program a year ago, a course of study was suggested merely in a tentative way, and consisting as nearly as possible of the subjects of instruction that we happened to be giving this last year. The formation of a permanent program has come under consideration only within the last few weeks, and I am very much surprised to find that we are regarded as out of sympathy with the leaders of the training schools. I had no idea that we had been approached by any official committee, and it is certainly true that no representative of the organization ever called on me who alone am responsible for the programs of the college. I think

OFFICES OF SIMMONS COLLEGE
30 HUNTINGTON AVE.

BOSTON, MASS.

Miss Dolliver. 2.

Miss Arnold did tell me that she had had a conference with some nurses and that they had made some suggestions. I was not aware until very recently that these suggestions were in writing, and at no time have I thought them anything more than the individual opinion of certain nurses, among whom I think was not yourself. Even these opinions were expressed in a form which we could not immediately utilize. I have, since our interview at the hospital a short time ago, prepared a suggestive statement of work and have sent it to you as well as to Dr. Howard and Dr. Wolcott of the Massachusetts General, and to the authorities of three other hospital schools.

I should be greatly indebted to you if you found it possible to let me see you at the hospital for a brief conference on this and other related subjects. Unfortunately I am obliged to be out of town until Thursday, but I should be glad if you could find time to see me for a few minutes at any hour on Thursday, Friday or Saturday of next week. No one regrets more than I the misunderstanding that has arisen, and I am sure that I can show you that what we desire is the furthering of the best interests of the nurses.

Yours truly,

Miss Pauline L. Dolliver.

Henry Kefauver

OFFICES OF SIMMONS COLLEGE
30 HUNTINGTON AVE.

BOSTON, MASS. May 28, 1903

Dear Miss Dolliver:

I enclose some papers which I have just sent to Dr. Walcott. He will undoubtedly want your opinion with regard to the questions submitted. I sincerely hope that we can do something which will prove of service in the preparatory training of nurses and in framing a programme we shall be very fortunate if we can have the advice of one who has had such valuable experience as you have had.

Yours truly,

Henry Hefauver

Miss Dolliver.

PROPOSED FOURTH YEAR'S WORK.

1. The students to reside in a special house under the charge of a trained superintendent of nurses in accordance with the usual custom of nurse training schools, their instruction to consist of anatomy, dietetics, surgery, nursing, district visiting nursing, their practice to be divided between the entire household management, including cooking, district visiting, and any other preliminary professional work that can be carried outside of the hospital.
2. Special year's work for graduates of other colleges. A year is to be spent in completing the general science studies of chemistry, biology, bacteriology, physiology, cookery and the household arts, and in addition to the studies enumerated above and the various forms of professional practice. It is obvious that if science has not been carried very far into the college course the amount of science will have to be diminished and the practice work condensed.
3. For students who have had a college training and all the requisite science, but have not had practice in household work and elementary nursing, a four months summer course may be offered devoted exclusively to these subjects.
4. It is proposed later to offer a one year's course in the same subjects scientific, technical and professional enumerated above, very much abridged and condensed so that all can be covered in some way in one year.

1. The students to reside in a special house under the charge of a trained superintendent of nurses in accordance with the usual custom of the training schools, their instruction to consist of anatomy, dietetics, and nursing, district visiting nursing, their practice to be divided between the entire hospital management, including cooking, district visiting, and any other preliminary professional work that can be carried outside of the hospital.

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Inquiries to serve as a basis of

Memorandum of Agreement Between Massachusetts General Hospital & Simmons College.

If Simmons College in connection with its department of Household Economics shall establish a course preparatory to the training of nurses which shall include adequate instruction in the general sciences, including bacteriology, physiology, anatomy, in cookery, dietetics and the practice of Household Arts, in surface nursing, in district visiting nursing, a portion of the period to be spent in a special training school under supervision and instruction of trained nurses, it is desired to ascertain whether the Massachusetts General Hospital will receive the students who have had such preparatory training on a preferential basis, especially with reference to the following particulars:

1. May such students be exempt from serving any preparatory period?
2. May such students be exempt from the required instruction in science and the household arts?
3. May the time gained by the omission of such instruction be repaid by longer vacations or only by lighter duties?
4. May the age limit for entrance be affected?

Third Year
Bacteriology and
Institutional
Chemistry of Foods,
adulterations, etc.
Psychology
Economics
Study of Skill-based
Course
Semester
Elective

If Simmons College in connection with its department of Household Economics shall establish a course preparatory to the training of nurses which shall include adequate instruction in the general sciences, including bacteriology, physiology, anatomy, in cookery, dietetics and the practice of Household Arts, in place of nursing, in district visiting nursing, a portion of the period to be spent in a special training school under supervision and instruction of the hospital, it is desired to ascertain whether the Massachusetts General Hospital will receive the students who have had such preparatory training on a preferential basis, especially with reference to the following particulars:

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Education Center for the

Language and Physiology.

First year

Second year

Physics	3	Chemistry	3
Chemistry, general and qualitative	3	Biology and bacteriology	3
Cookery	3 or 6	House construction, equipment, and decoration	2
English	3	Practice in household arts)	3
History or modern languages	3	Sewing	1
Household values)	2	Conferences	1
Accounts)	1	History or modern languages	3
Conferences	1	Cookery	3
Hygiene	1	Elective	3
Physical Training	2		

considered, leading thus to the subject of food, its necessary constituents, its digestion, absorption and its service to the organism. This will lead to the consideration of the blood, its composition, its relation to the various cells and its circulation. Then respiration and its relation to the various organs, which brings all the organs into coordination, and to treat briefly of the senses.

Instruction will be given by informal lectures, quizzes and free conferences. Demonstrations will be introduced when possible. Throughout the course the aim will be to give prominence to the hygienic and practical aspects of the subject.

Third year

Physiology and sanitary science	3
Institutional architecture	3
Chemistry of foods, adulterations, etc.	3
Psychology)	3
Economics)	1
Study of childhood	3
Cookery	3
Conferences	3
Elective	3

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First year

Physics	3
Chemistry, general and qualitative	3
Cookery	3 or 6
English	3
History or modern languages	3
Household values)	2
Accounts)	
Conferences	1
Hygiene	1
Physical Training	2

Second year

Chemistry	3
Biology and bacteriology	3
House construction, equip- ment, and decoration	2
Practice in household arts)	2
Sewing)	
Conferences	1
History or modern languages	3
Cookery	3
Elective	3

Third year

Physiology and san- itary science	}	3
Institutional archi- tecture		
Chemistry of foods, adulterations, etc.		3
Psychology)		3
Economics)		3
Study of childhood		1
Cookery		3
Conferences		1
Elective		3

First year Second year

Physiology	8	Chemistry	8
Geology, general	8	Biology and zoology	8
and qualitative	8	Home construction, edup-	8
Geography	8 or 6	ment, and decoration	8
English	8	Practical in household arts	8
History or modern	8	Sewing	8
languages	8	Conferences	1
Household values	8	History or modern	8
Accounting	8	Languages	8
Conferences	1	Cookery	8
Hygiene	1	Music	8
Physical training	8		

Third year

Physiology and anat-	
omy	
Institutional archi-	8
tecture	
Chemistry of foods,	8
adulterations, etc.	
Psychology	8
Economics	1
Study of childhood	8
Cookery	1
Conferences	8
Music	8

Anatomy and Physiology.

In this course the essentials of human anatomy will be taught and made the basis for instruction in physiology. At the outset the gross features of the body will be made clear and later the minute structure of typical tissues and the significance of the cell as the structural and as the living unit. Then the supply of energy and material to the human body will be considered, leading thus to the subject of food, its necessary constituents, its digestion, absorption and its service to the organism. This will lead to a consideration of the blood, its composition, its relation to the living cells and its circulation. Then respiration and excretion will be taken up. It will remain to deal simply with the nervous system, which brings all the organs into coordinated activity, and to treat briefly of the senses.

Instruction will be by informal lectures, quizzes and free conference. Demonstrations will be introduced when possible. Throughout the course the aim will be to give prominence to the hygienic and practical aspects of the subject.

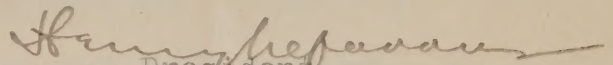
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SIMMONS COLLEGE
BOSTON, MASSACHUSETTS

Aug. 27, 1904.

Dear Miss Dolliver:

Owing to absence from town I have been unable to see Dr. Stiles. He has sent me a revised statement but it is not yet what I want and what you want. You may feel sure that we can have done with the course whatever is thought best. The college has no definite scheme to impose on the hospitals. I am going to ask Dr. Stiles to see you if possible before the end of the month.

Yours truly,


President

Miss Pauline L. Dolliver,
Boston, Mass.

7 1903 or 4
*Preparatory Course for pro-
fessionals.*

Please return

HOUSEHOLD ARTS.

SIMMONS' COLLEGE

COURSE FOR NURSES.

AIM:- to give,

1. a knowledge of the scientific principles underlying a healthful house.
2. The application of these principles, including methods, materials and results, with reference to the factors of time, strength and economy.

METHODS:- lecture, demonstration, reading, recitations and practice.
The pupils will be required to take notes and submit note books for inspection.

No text book being available, subjects will sometimes be looked up through numerous reference books.

SUBJECTS:- A. The Supplies of the House, - air, light, water, heat.
Advantages and disadvantages of different systems, Their manipulation and care.

B. The Wastes of the House. -

1. Dust, composition, dangers, preventive measures, methods of removal. Relations to foods and furnishings.

Sweeping,
Dusting,
Cleaning.

2. Food Wastes, - dishes, sinks, refrigerator, storage rooms, garbage.

3. Plumbing, - purpose, installation, use and care.

4. Combustible Wastes, - paper, rags, etc.

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Uses and methods of disposal.

C. The Care of Furnishings, - for health, beauty and economy.

Prevention of harm general care, renovation, repair.

Woodwork,
Fabrics,
Metals,
Minerals.

Application to typical rooms, - cellar, bedroom, kitchen, dining room, living room, storerooms and closets.

Elementary Chemistry for Nurses:

Lectures, recitations, and laboratory practice.

This course is devoted to the study of the fundamental principles of Inorganic Chemistry and to the description of the common inorganic and simple organic compounds, with reference to the practical application of the science to the problems of nursing.

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Course	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year	6 th Year
Commons 5 Year	~~~~~	~~~~~	~~~~~	~~~~~	~~~~~	~~~~~
M.G.H. & College pre-entrance	~~~~~	~~~~~	~~~~~	~~~~~	~~~~~	~~~~~
M.G.H. & 1 st College pre-entrance	~~~~~	~~~~~	~~~~~	~~~~~	~~~~~	~~~~~
M.G.H. & 2 nd College pre-entrance	~~~~~	~~~~~	~~~~~	~~~~~	~~~~~	~~~~~

Length of Course in weeks	Approx Cost of Fees for College Course	Cost of Fees for Hospital Care	Total Approximate Cost for Fee For Land and
College 120 Hosp. 96 1/2	1184.50 to 2322.50	0	1184.50 to 2322.50
College 90 Hosp. 147 1/2	797.75 to 1747.75	55-75.00	852.75 to 1822.75
College 90 Hosp. 147 1/2	797.75 to 1747.75	55-75.00	852.75 to 1822.75
College 108 Hosp. 147 1/2	969.50 to 2095.50	55-75.00	1014.50 to 2170.50

Difference in cost between five year course and M.G.H. & 1 year college before entrance - - - 331.75 to 499.75
 Difference in cost between five year course and M.G.H. & 2 years college before entrance - - - 170.00 to 152.00

File Number

Difference Between M.G.H. with and without college and Simmons in Weeks

Course	Weeks 1st Yr.	Weeks 2nd Yr.	Weeks 3rd Yr.	Weeks 4th Yr.	Weeks 5th Yr.	Weeks 6th Yr.	Total Weeks	
M.G.H. without college before entrance	49	49	49	35	35	17	254	22 weeks longer than Simmons 5-yr. course for degree
M.G.H. with two years college before entrance	35	35	49	49	49	35	252	40 weeks longer than Simmons 5-yr. course for degree.
Simmons 5 year.	35 / 8	35 / 6	16 / 33	49	15 / 17		212	

COMPARISON OF
COURSES TAKEN BEFORE BEGINNING WARD EXPERIENCE
AT SIMMONS AND AT M.G.H.

Course	Simmons	M.G.H.
English	128 hr.	0 hr.
History	128 hr.	0 hr.
Chemistry	128 hr.	45 hr.
Biology	128 hr.	0 hr.
Anatomy	64 hr.	45 hr.
Physiology	64 hr.	45 hr.
Bacteriology	64 hr.	45 hr.
Foods	32 hr.	} 36 hr.
Nutrition	32 hr.	
Physics	128 hr.	0 hr.
Psychology	64 hr.	8 hr.
Sociology	64 hr.	0 hr.
Pathology	8 hr.	20 hr.
Prevention	64 hr.	6 hr.
Nursing	192+hr.	245 hr.
History (with nurs.)		16 hr.
Bandaging (" ")		with nurs.
Massage (with nurs.)	-	" "
Drugs & Sol(" ")		30 hr.
Materia Med.		12 hr.
Ethics	64 hr.	16 hr.
Total	1352 hr.	556 hr. = 41% of 1352

Simmons natural sciences	576 hrs.
M.G.H. natural sciences	165 hrs.
25% of Simmons	

Simmons social sciences (exclusive of general his- tory & history of nursing)	192 hrs.
M.G.H. social sciences (exclusive of history)	24 hrs.
12% of Simmons	

COMPARISON OF
COURSES TAKEN BEFORE BEGINNING NURSING EXPERIENCE
AT SIMMONS AND AT M.G.H.

Course	Simmons	M.G.H.
English	128 hr.	0 hr.
History	128 hr.	0 hr.
Chemistry	128 hr.	45 hr.
Biology	128 hr.	0 hr.
Anatomy	64 hr.	45 hr.
Physiology	64 hr.	45 hr.
Bacteriology	64 hr.	45 hr.
Food	32 hr.	} 36 hr.
Nutrition	32 hr.	
Physics	128 hr.	0 hr.
Psychology	64 hr.	8 hr.
Sociology	64 hr.	0 hr.
Pathology	8 hr.	20 hr.
Prevention	64 hr.	6 hr.
Nursing	192+hr.	245 hr.
History (with nurse.)		16 hr.
Bandaging (" ")		with nurse.
Massage (with nurse.)	-	" "
Drugs & Sol (" ")		30 hr.
Maternal Med.		12 hr.
Ethics	64 hr.	16 hr.
Total	1352 hr.	256 hr. = 41% of 1922

Simmons natural sciences	576 hrs.
M.G.H. natural sciences	168 hrs.
25% of Simmons	

Simmons social sciences (exclusive of general his- tory & history of nursing)	192 hrs.
M.G.H. social sciences (exclusive of history)	34 hrs.
12% of Simmons	

REGIONAL CONFERENCE ON COLLEGIATE SCHOOLS OF NURSING

Simmons College, April 4 and 5, 1944

COMPARISON OF SIMMONS AND M.G.H. CLINICAL EXPERIENCE IN DAYS

Services	Simmons	M.G.H. (Typical)
Preclinical	Two summer sessions	120 days
Medical	130 - 140 days	127
Skin	—	40
Diet Kitchen	28	28
Surgical	129	233
Urological	—	—
Orthopedics	} 90+	27
Children		86
Neurologic	} 90+	44
Mental		56 (B-7, M.G.H.)
Obstetrics	90 [±] (B.L.I.)	89 (B.L.I.)
Public Health	55 [±] - Com. Health (+additional Com. Study at Simmons)	55 (Com. Health) med. 29 71 surg. 42
Private	—	—
Communicable	60 [±]	—

4. The areas in which these problems will arise may be classified as having to do with (a) home and family life; (b) the life of the community; (c) educational life; and (d) the personal and inner life of the individual.

5. "Liberal" or "general" education has in the past been associated with all of these areas except personal and life.

6. There is no sharp line between "liberal" and "vocational" education; rather they overlap "general" education.

7. Institutions offering the vocational education of college women

8. Now, as never before, college women are looking forward to participation in an education which will challenge their abilities.

9. Of those who enter college, a relatively small proportion will undertake professional education in graduate schools; the majority will complete their formal education on the level of the bachelor's degree.

COMPARISON OF SIMMONS AND M.G.H.
CLINICAL EXPERIENCE IN DAYS

Services		Simmons		M.G.H. (Typical)
Communicable	Private	80+	—	—
Public Health	Public Health	55+ Com. Health (+additional Com. Study at Simmons)		55 (Com. Health) med. 29 VI surg. 42
Obstetrics	Obstetrics	90+ (B.L.I.)	89 (B.L.I.)	89 (B.L.I.)
Mental	Mental	90+	58 (B-V, M.G.H.)	58 (B-V, M.G.H.)
Neurologic	Neurologic	90+	44	44
Children	Children	90+	86	86
Orthopedics	Orthopedics	90+	27	27
Urological	Urological	—	—	—
Surgical	Surgical	129	233	233
Diet Kitchen	Diet Kitchen	28	28	28
Skin	Skin	—	40	40
Medical	Medical	130 - 140 days	127	127
Preclinical	Preclinical	Two summer sessions	120 days	120 days

REGIONAL CONFERENCE ON COLLEGIATE SCHOOLS OF NURSING
Simmons College, April 4 and 5, 1944

Abstract of Talk on Professional Education in Colleges and Universities
Bancroft Beatley

Introduction

My part in this program is to set forth the place of professional education in colleges and universities with a view to defining (a) the responsibilities of institutions of higher education for the preparation of professional nurses and (b) the placement and status of the school of nursing in the college or university.

I. Place of Professional Education

In the interest of brevity, I shall state the position of the liberal technical college as a series of propositions.

A. General considerations

1. The fundamental objectives of all education at the college level have to do with the development of intellectual and aesthetic abilities, and social attitudes.
2. To be of greatest value, these abilities and attitudes must be acquired under circumstances similar to those in which they are subsequently to be called forth.
3. Accordingly, that curriculum is best which recognizes and anticipates the kinds of problems that graduates will need to meet.
4. The areas in which these problems will arise may be classified as having to do with (a) home and family life; (b) the life of the community; (c) occupational life; and (d) the personal and inner life of the individual.
5. "Liberal" or "cultural" education has in the past been concerned with all of these areas except occupational life.
6. There is no versus between "liberal" and "vocational" education; together they constitute "general" education.

B. Considerations affecting the vocational education of college women

1. Today, as never before, college women are looking forward to self-support in an occupation which will challenge their abilities.
2. Of those who enter college, a relatively small proportion will undertake professional education in graduate schools; the majority will complete their formal education on the level of the bachelor's degree.

3. For those who go on to graduate study, the occupational function of the college takes the form of vocational guidance; for the majority who will not go beyond the bachelor's degree, the occupational function of the college requires both vocational guidance and technical education.
4. Since women students almost without exception have as their ultimate goal marriage, home, and children, a prolonged period of professional preparation (such as many men undertake) is not economically or sociologically justifiable in most instances.
5. The occupations which challenge the abilities of college women are those in which there is both a large intellectual content and a human content; e.g., work in health agencies, social agencies, schools, libraries, and business establishments.
6. The range of such occupations open to women graduates without technical preparation has steadily declined; apprenticeship is no longer the answer to vocational preparation.
7. The ideal program of occupational education for college women is one which recognizes the dual objectives of job and marriage; at one and the same time it must serve well those who must support themselves in the interim between graduation and marriage, and those who are entering upon a career which may or may not be combined with marriage.
8. Such a program must combine technical intelligence and technical skill,--the former being essential to the building of a career, the latter necessary to placement and success in the first job.
9. Technical intelligence is the body of ideas and principles basic to an occupational field; its content, drawn from the arts and sciences, is fundamentally intellectual in character.
10. Thus viewed, technical education is capable of synthesis with the social, civic, and cultural phases of liberal education to the end that both society and the individual may be well served.

II. Responsibility of Colleges for Preparation of Professional Nurses

If the foregoing be granted, let us ask ourselves whether nursing is one of the fields for which colleges and universities must accept responsibility.

1. Nursing increasingly exhibits the attributes of a profession.
 - a. Organized body of knowledge constantly growing through research;
 - b. Specialized technique requiring prolonged discipline;
 - c. Competence is increasingly dependent upon a high level of intellectual ability;
 - d. Growing opportunity for the exercise of initiative and responsibility;
 - e. Public interest rather than personal gain the motive.

2. In proportion as the various levels of nursing service attain these attributes, responsibility for preparation devolves upon colleges and universities.

3. Responsibility of the college is three-fold:

- a. Integration of liberal and technical in preparation for positions of leadership--administrative, supervisory, and teaching;
- b. Advanced training in specialties for graduate nurses;
- c. Provision of collegiate background for graduate nurses who aspire to positions of leadership.

4. The effect of the war has been not to create this responsibility for the colleges, but to accentuate a responsibility already existing.

III. Status of School of Nursing in the College or University

1. School of Nursing must occupy a status parallel to undergraduate professional schools of business, home economics, engineering, law, etc.

2. Standards of admission, promotion, and graduation should be on same quality level as in other undergraduate professional schools.

3. Whether diploma in nursing is granted by college or by affiliated hospital, it should be awarded only in conjunction with the college degree and vice versa. General bachelor's degree rather than B.N. or B.S. in N. is to be preferred.

4. Faculty in nursing should be selected by same standards as in other professional schools, should be eligible for same ranks, salaries, and promotions, and should enjoy the same privileges of committee memberships as other faculty members.

5. Within the foregoing framework, college must be prepared to adjust its requirements to the special conditions in the field of nursing without sacrificing defensible standards.

As a relative newcomer to the family of undergraduate professional schools, the school of nursing must enjoy a status that will enhance its prestige in the eyes of its students and the employing public. Only if it achieves such status within the institution will the collegiate school of nursing be in a position to discharge its growing responsibility to the profession and make its proper contribution to human welfare.

DISCUSSION

The Situation

Approx. cost for
Fees for Combined
Course*

1. At present a student entering the M. G. H. school without college may (if she is satisfactory to Simmons) secure her degree in $2\frac{1}{2}$ years, majoring in public health or ward administration.

Total time required - $5\frac{1}{2}$ years. (3 hospital, $2\frac{1}{2}$ college) \$852.75 to \$1822.75*

2. A student entering M. G. H. with one year of satisfactory college study may secure her degree in $1\frac{1}{2}$ years with the same major.

Total time required - $5\frac{1}{2}$ years. (1 prenursing college year, 3 hospital, $1\frac{1}{2}$ college) \$852.75 to \$1822.75*

3. A student entering with two years of satisfactory college study may secure her degree in one year with the same major.

Total time required - 6 years. (2 prenursing college years 3 hospital, 1 college). \$1014.50 to 2170.50*

The Problem

What arrangement could be made to enable the student with two years of good college preparation (which meets Simmons requirements both as to subject matter and as to academic achievement) to secure her degree in a shorter time. We believe the two-year-college entrance requirement is sound, and yet we appear to be penalizing the young woman both as to time and expenditure of money, because we require her to spend six years in study as compared to five and one-half years required of the less well prepared students.

*The smaller figure, in each case, does not include maintenance while the larger does. The cost for the five-year course at Simmons is \$1184.50 to \$2322.50.

GENERAL REMARKS

At present a student entering the School of Nursing with two years of college study satisfactory to Simmons College may secure her degree with one additional year of study at Simmons. The trend in all nursing schools toward pre-nursing college preparation seems to be increasing. With this is growing an interest in securing both the diploma in nursing and a college degree.

The M. G. H. School has encouraged applicants to secure one to two years of pre-nursing college study because experience has shown these applicants to be not only better prepared but what is equally important more mature and ready to carry the responsibilities of a student nurse.

For some time we have felt a decrease in the quantity of good applicants available. It is only fair to say that we have required applicants to be better prepared. Frequently applicants have been interviewed who later have enrolled at Simmons, Skidmore, Russell Sage and Yale Schools of Nursing where they may receive academic recognition for their study. About two years ago, the Presbyterian Hospital School of Nursing became the Columbia Presbyterian School. This school can grant a degree to the student who enters with two years of college study acceptable to Columbia. Today many desirable young women choose between Presbyterian and M. G. H. on the basis of the degree.

We are convinced that if we are to maintain our standing as one of the foremost schools in the East, we must consider some sound affiliation whereby a degree may be secured. Would the Harvard School of Public Health consider admitting nursing students?

If the nursing course were reorganized, would the School of Public Health be able to give credit for work done in the M. G. H. School of Nursing?

7/5/41.

REPORT

At present a student attending the School of Nursing with the purpose of
obtaining a diploma in Nursing is required to attend the School of Nursing
for a period of three years. This is true in all nursing schools.
The purpose of this report is to show the results of the investigation.
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Simmons - Ray
1941

DISCUSSION RELATIVE TO A PROGRAM WITH SIMMONS COLLEGE
LEADING TO A DEGREE

The Situation

Approx. Cost for
fees for Combined
Course*

1. At present a student entering the school without college may (if she is satisfactory to Simmons) secure her degree in $2\frac{1}{2}$ years, majoring in public health or ward administration.

Total time required = $5\frac{1}{2}$ years. (3 hospital, $2\frac{1}{2}$ college)

\$852.75 to
\$1822.75 (including
maint.)

2. A student entering with one year of satisfactory college study may secure her degree in $1\frac{1}{2}$ years with the same major.

Total time required = $5\frac{1}{2}$ years. (1 prenursing college year, 3 hospital, $1\frac{1}{2}$ college)

\$852.75 to
\$1822.75 (including
maint.)

3. A student entering with two years of satisfactory college study may secure her degree in one year with the same major.

Total time required = 6 years. (2 prenursing college years, 3 hospital, 1 college)

\$1014.50 to
2170.50 (including
maint.)

The Problem:

What arrangement could be made to enable the student with two years of good college preparation (which meets Simmons requirements both as to subject matter and as to academic achievement) to secure her degree in a shorter time. We believe the two-year-college entrance requirement is sound, and yet we appear to be penalizing the young woman both as to time and expenditure of money, because we require her to spend six years in study as compared to five and one-half years required of the less well prepared students.

A Suggestion

If student went to Simmons for two years taking:

1st year:	English	4 yr. hrs.
	History	4 yr. hrs.
	General chemistry (chemistry 2	4 yr. hrs.
	General Biology (biology 1)	4 yr. hrs.

2nd year:	Microbiology (biology 4c	2 yr. hrs.
	Anatomy (biology 6)	2 yr. hrs.
	Food preparation (foods 4)	1 yr. hr.
	Nutrition (nutrition 4a)	1 yr. hr.
	Physics (physics 1c)	4 yr. hrs.
	Psychology (psychology 1a)	2 yr. hrs.

For elective

Physiology (biology 7)	2 yr. hrs.
Sociology (sociology 1)	2 yr. hrs.

*The cost for the five-year course at Simmons is \$1184.50 to \$2322.50, The latter figure includes maintenance.

Suggestion (continued)

If, in the school of nursing, there were added to the clinical subjects courses comparable in content to the following:

Principles and Practice of Nursing (Nursing s1 & s2)	6 yr. hrs.
(Similar to our course in Nursing I and II)	
History of Nursing (Nursing s3)	
(Similar to our course in History of Nursing)	
Elementary materia medica (Nursing s4)	
(Similar to our course in materia medica I & II)	
Prevention of Communicable Diseases (biology 10)	2 yr. hrs.
(Would be a new course)	
Community Health Problems (biology 14)	1 yr. hr.
(Similar to our course in sanitation)	
Current Problems in Nutrition (Nutrition 5)	1/2 yr. hr.
(Similar to our course Nutrition III)	
Professional Adjustments (nurs. ed. 4)	1 yr. hr.
(Similar to Professional Problems I and II)	
Nursing and Health Service in the Family (pub.health 7)	1 yr. hr.
(Given now only to students having public health affiliation. Students here have somewhat different content.)	

If the course could be enriched to allow every student a psychiatric nursing assignment and either the Community Health affiliation or a well planned O.P.D. experience with a good correlated instructional program, and all classes were studied and improved:where needed:

1. Would Simmons College consider granting to these students a B.S. degree? *Cannot as Simmons has no jurisdiction over students' ed.*
Just instruction under college
Pass on students' given
No time to
unlike
If so, must every student spend the two years of college study at Simmons,
or could entrance records be cleared through Simmons Committee on Admissions
and the student transfer from another college directly to the M. G. H.
School, which would, in turn, recommend for the degree.
2. Would Simmons limit the number of students which the college could accept for such a two-year program? *Scholarship facilities limited.*
3. Could the college accept 65-70 freshman for a two-year pre-nursing course in preparation for entrance to M. G. H.? *Many other schools wish to do it. (C.H.) (P.B.)*

B.S. in Nursing - first standing.

1941 R-1

DISCUSSION RELATIVE TO A PROGRAM WITH SIMMONS COLLEGE LEADING TO A DEGREE

The Situation

Approx. Cost for
Fees for Combined
Course*

1. At present a student entering the school without college may (if she is satisfactory to Simmons) secure her degree in $2\frac{1}{2}$ years, majoring in public health or ward administration.

Total time required = $5\frac{1}{2}$ years. (3 hospital, $2\frac{1}{2}$ college)

\$852.75 to
\$1822.75

2. A student entering with one year of satisfactory college study may secure her degree in $1\frac{1}{2}$ years with the same major.

Total time required = $5\frac{1}{2}$ years. (1 prenursing college year, 3 hospital, $1\frac{1}{2}$ college)

\$852.75 to
\$1822.75

3. A student entering with two years of satisfactory college study may secure her degree in one year with the same major.

Total time required = 6 years. (2 prenursing college years, 3 hospital, 1 college)

\$1014.50 to
2170.50

The Problem:

What arrangement could be made to enable the student with two years of good college preparation (which meets Simmons requirements both as to subject matter and as to academic achievement) to secure her degree in a shorter time. We believe the two-year-college entrance requirement is sound, and yet we appear to be penalizing the young woman both as to time and expenditure of money, because we require her to spend six years in study as compared to five and one-half years required of the less well prepared students.

A Suggestion

If student went to Simmons for two years taking:

1st year:	English	4 yr. hrs.
	History	4 yr. hrs.
	General chemistry (chemistry 2)	4 yr. hrs.
	General Biology (biology 1)	4 yr. hrs.

2nd year:	Microbiology (biology 4c)	2 yr. hrs.
	Anatomy (biology 6)	2 yr. hrs.
	Food preparation (foods 4)	1 yr. hr.
	Nutrition (nutrition 4a)	1 yr. hr.
	Physics (physics 1c)	4 yr. hrs.
	Psychology (psychology 1a)	2 yr. hrs.

For elective

Physiology (biology 7)	2 yr. hrs.
Sociology (sociology 1)	2 yr. hrs.

* In each case the lower figure does not include maintenance while the higher does.
NOTE: The cost for the five-year course at Simmons is \$1184.50 without maintenance to \$2322.50 with maintenance

If, in the school of nursing, there were added to the clinical subjects courses comparable in content to the following:

- Principles and Practices of Nursing (Nursing at 2 22) 6 yr. hrs.
- (Similar to our course in Nursing I and II)
- History of Nursing (Nursing 23)
- (Similar to our course in History of Nursing)
- Elementary medical studies (Nursing 24)
- (Similar to our course in medical studies I & II) 2 yr. hrs.
- Prevention of Communicable Diseases (Biology 10)
- (Would be a new course)
- Community Health Problems (Biology 14) 1 yr. hr.
- (Similar to our course in sanitation)
- Current Problems in Nutrition (Nutrition 2) 1 1/2 yr. hr.
- (Similar to our course Nutrition III)
- Professional Adjustment (Nurs. 24, 4) 1 yr. hr.
- (Similar to Professional Problems I and II)
- Nursing and Health Service in the Family (pub. health 7) 1 yr. hr.
- (Given now only to students having public health affiliation. Students here have somewhat different content.)

If the course could be enriched to allow every student a psychiatric nursing assignment and either the Community Health affiliation or a well planned U.S.D. experience with a good supervised instructional program, and all classes were studied and improved; where needed:

Would Shannons College consider granting to these students a B.S. degree?

If so, would every student need the two years of college study at Shannons or could entrance records be cleared through Shannons Committee on Admissions and the student transfer from another college directly to the B. S. H. School, which would, in turn, recommend for the degree.

2. Would Shannons limit the number of students which the college could accept for such a two-year program?

3. Could the college accept 25-30 freshmen for a two-year pre-nursing course in preparation for entrance to B.S. H.?

DISCUSSION RELATIVE TO A COLLEGIATE SCHOOL OF NURSING

The present situation

The course offered at M. G. H. is a three year course. The curriculum is composed entirely of professional subjects. All sciences are taught as applied sciences. The average ratio of class hours to ward practice hours is 1 class hour to 6.2 ward hours.

High school graduates who meet specified subject and grade requirements are admitted but preparation beyond high school is encouraged. Forty percent of the 290 students now enrolled have one or more years of college.

The interest in some pre-nursing college preparation seems to be increasing. With this is growing the interest in securing both the diploma in nursing and a college degree.

Pre-nursing h. 9. State University - R. D. Mann. N. H. Conn. Leland. Large 2.5 minimum per day - 71 students degree last
The problem *Main - Barnes - Sherry - Duke - Vandubiet.*
Our alumni rec. 5 yrs course.

Can a college affiliation be secured which will assure the student a sound educational preparation for nursing, enable her to secure a degree and at the same time allow the M. G. H. School of Nursing to maintain its autonomy?

A suggestion

The five year combined liberal arts and nursing course has been tried now in several schools with considerable success. Two curriculum patterns are most frequently employed.

Years	Pattern I	Years	Pattern II
1st	College	1st	College
	Summer Session in Nursing		
2nd	College	2nd	College
	Summer Session in Nursing		
3rd	College Nursing School	3rd	Nursing School
4th	Nursing School (Cal. year)	4th	Nursing School
5th	Nursing School College	5th	Nursing School

Would Radcliffe or Harvard consider admitting pre-nursing students?

Would the college consider any plan whereby these same students would be granted a degree allowing credit for courses and clinical practice in the nursing school?

Deques:
Library - Home Ec. - Phys. Ed. - Sec. - (Whitlock School) Young women who select nursing within
academic standing of nurses in these other fields - (kind of joint raising) F. B. Naylor.

? Boston Having 2 college schools: B.V. + Simmons.

Kind of nursing school going to college

DISCUSSION RELATIVE TO A COLLEGIATE SCHOOL OF NURSING

The present situation

The course offered at M. G. H. is a three year course. The curriculum is composed entirely of professional subjects. All sciences are taught as applied sciences. The average ratio of class hours to ward practice hours is 1 class hour to 8.3 ward hours.

High school graduates who meet specified subject and grade requirements are admitted but preparation beyond high school is encouraged. Forty percent of the 290 students now enrolled have one or more years of college.

The interest in some pre-nursing college preparation seems to be increasing. With this is growing the interest in securing both the diploma in nursing and a college degree.

The problem tonight - Can we have a college affiliation be secured which will assure the student a sound educational preparation for nursing, enable her to secure a degree and at the same time allow the M. G. H. School of Nursing to maintain its autonomy?

A suggestion

The five year combined liberal arts and nursing course has been tried now in several schools with considerable success. The curriculum patterns are most frequently employed.

Years	Pattern I	Years	Pattern II
1st	College	1st	College
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3rd	College	3rd	Nursing School
4th	Summer Session in Nursing	4th	Nursing School
5th	College	5th	Nursing School

Would Radcliffe or Harvard consider admitting pre-nursing students?

Would the college consider any plan whereby these same students would be granted a degree allowing credit for courses and clinical practice in the nursing school?

Handwritten notes at bottom of page:
 Would the college consider any plan whereby these same students would be granted a degree allowing credit for courses and clinical practice in the nursing school?
 (The following is a list of the names of the students who are now enrolled in the nursing school at M. G. H.)
 Mary E. ...
 ...
 ...

2. High school graduates could not be admitted to the course without two years of college. This would delay the graduation of these students by two years. At the present time such a lengthening of the course for all students in the school does not seem justified when the Government is in great need of nursing service.

(2) The alternative plan which many schools follow is a combination of five-year and three-year plan. The three-year course is continued and a five-year course is added. In this way the supply of nursing service is maintained and at the same time the degree course is offered to those who are personally and educationally qualified.

The advantages of such a plan appear to outweigh many of the disadvantages.

1. The three-year group could be continued at its present size and be graduated without extension of time. This would help to supply the Hospital nursing service and the government need for nurses.
2. The five-year group in the School would add more mature students whom we always need but need especially now because of the loss of graduate nurses. These young women, on graduation, should be able to fill some of the positions of leadership in all divisions of the Hospital, - head nursing, and supervising. They are needed in the community now and will be even more important in the period of reconstruction.
3. The increased prestige of the School would bring not only applicants for the degree course but also better applicants for the three-year of diploma course.
4. An academic affiliation would enable us to compete more successfully with the collegiate schools in New England; namely Simmons, University of New Hampshire, University of Maine, University of Connecticut, University of Rhode Island and Brown. Other colleges such as Bates are also considering some hospital affiliation because of the student interest in nursing.

We have hospital facilities for training nurses far superior to those available in these New England colleges, but the girl entering from high school does not consider this. She wishes a professional education equivalent in the public eye to that in home economics, social service, library work, secretarial work, and laboratory technique. She and her family therefore, seek the school which gives the degree and in which she has educational equality with the other women workers just named.

5. A five-year course will enable us to compete more successfully with collegiate schools in other parts of the country, a large majority of which are in state universities. (21 State universities now offer courses in nursing.) This is a factor which can not be ignored since 38% of our students come from outside Massachusetts and 13.5% come outside of New England. Twenty-four states, the D.C. and two other countries are represented in the student body.
6. With a five-year course we can compete better with the old schools of nursing which have merged with outstanding educational institutions in their communities: Bellevue with New York University, Presbyterian with Columbia, New Haven with Yale, Lakeside with W.B.U., New York with Cornell, Albany with Russell Sage, Post Graduate, New York, with Shidmore.

6. (Continued)

Johns Hopkins already at work on plans with Johns Hopkins University. Many of these schools have been frank to say that university affiliations were started as a means of saving the very life of the school. The success of these affiliations has strengthened our belief that we, as the outstanding school of nursing in this locality, should join with Harvard (through Radcliffe), which is also the outstanding university in this locality. There is further the belief that we should join with the same university which sends the majority of medical men to the hospital and therefore determines to a great degree the medical practices and policies which guide our Nursing.

Medical men in some of them add that improvement in the nursing schools has been essential to the best practice of modern medicine.

7. Some discussion of U.S.P.H. Service setting up schools in universities in different parts of the country. Discussion here relative to E. U. This would take more applicants from us, especially the mature and better prepared group.

8. The Alumnae continue to feel the competition with the collegiate schools. Increasingly often the graduate nurse from the hospital school finds her avenues to jobs closed because she lacks a degree and more especially because she lacks the liberal and basic science preparation given to the degree student.

A few years ago the M.G.H. graduate who had taken and done well in the elective in teaching went immediately into a teaching position. Today it is the Simons graduate who does this and only the few M.G.H. graduates who have had the right college preparation. This is true of positions in Public Health, School Nursing, and in all institutional positions where requirements are set by the state licensing boards.

It is true that the student may come to M.G.H. with two years of college and then go to Simons or E.U. to secure a degree in one year. But this young woman gives a total of six years. She is therefore penalized in time and money for failure to attend a school which gives a degree course.

What would be needed in the school if an academic affiliation were set up to enable qualified students to secure a degree?

1. Eventually a revised curriculum for the degree group - not so much a matter of adding hours as of broadening the subject matter. There would need to be separate class sections for the three-year and five-year groups.
2. Shorter hours, needed now, would be especially urgent for this group in order that they might have more time for study.
3. More instructors and more and better prepared supervisors would be needed.
4. Because tuition would of necessity be higher, more financial assistance for scholarships would be needed.
5. Because the school would be more costly, some endowment for it would be important.

These are some of the most apparent needs. Others would doubtless be found on further consideration of the matter.

NOTES USED BY DR. MEANS IN PRESENTING THE SUBJECT OF
AN AFFILIATION BETWEEN THE TRAINING SCHOOL FOR NURSES
OF THE MASSACHUSETTS GENERAL HOSPITAL AND SIMMONS
COLLEGE TO THE ADMINISTRATIVE BOARD OF THE HARVARD
MEDICAL SCHOOL ON JUNE 12, 1941

Story Faxon found in 1935 arrangement which had existed with Simmons College, whereby a diploma of nursing from M. G. H. and B. S. from Simmons was given after five years work, had been given up and Simmons had instituted its own school of nursing. (Simmons wanted to offer wider curriculum) We have eight Simmons pupils now. Wear their own uniforms.

That meant that graduates of this school could only get a diploma in nursing. They could later, on their own, go to Simmons and work for a degree when the training course would give them credit for 1½ years.

Very few do this and only discover later in life that lack of a college degree is a handicap in getting higher jobs in nursing.

We are losing the better students. Not serious yet, but may be.

If a girl graduates from an accepted Junior College, or 2 years of any college, she may go to Presbyterian (and others) and in three years get B. S. from Columbia (diploma from Presbyterian).

There are 71 training schools connected with colleges and universities.

Faxon wants:

An arrangement with Radcliffe, identical with what we used to have with Simmons.

We then would have

3 pupils M. G. H. only
Diploma only

5 pupils M. G. H. diploma
Radcliffe B. S.

Talked with Miss Constock. She approves but wants

Harvard to send a memorandum to Mr. Conant that such a hook-up is
desirable and would further the cause of medical education.

M. G. H. Training School for Nurses founded in 1878. Largest number of
alumnae of any School in America.

SIMMONS COLLEGE

C O P Y

June 21, 1940

Dear Miss Johnson:

Since it is quite impossible for me to be present at the meeting on Monday, I should like to send you the following report of the meeting of the Education Committee. These are merely suggestions of what the committee thinks should perhaps be done toward the ultimate establishing of a collegiate school. In the fall we shall be glad to discuss these at an early date.

1. Continue to increase entrance requirements.
Insist on one year of college work on and after September 1942, and two years of college work on and after September 1943.
2. Continue to broaden course; for example, send more students to McLean.
3. Encourage Dr. Faxon to approach Mr. Conant and Mr. Compton informally to discuss the subject.
4. Make a more definite campaign to interest Junior Colleges and certain Senior Colleges in the Massachusetts General Hospital Training School for Nurses

Sincerely yours,

Dean Mesick

1-218: 1 F135 *Grandmother and Clinical Relationships*

1 School of Nursing

